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ABSTRACT

A study examined secondary vocational education in the Great Oaks Joint Vocational School District in the Cincinnati area. During the study, researchers analyzed data pertaining to the system's vocational program and interviewed 41 individuals involved in the delivery of vocational education in the school district. Based on an analysis of data obtained from both of these sources, the researchers described the enrollment patterns and course offerings, assessed the administration and delivery, and made recommendations concerning the involvement of business and industry in vocational training in the Great Oaks Joint Vocational School District. Data from the Ohio Division of Vocational Education revealed that 38 percent of juniors and seniors were enrolled in vocational education, with an average of 13 percent of these students classified as disadvantaged. Programs for disadvantaged and handicapped students appeared to receive special emphasis in the Great Oaks system. Advisory committees also played an important role in the quality control of the Great Oaks program. The advisory committees also provided the most common type of resource person involved in the school district. To facilitate the involvement of business and industry in the district's vocational program, the researchers suggested that both school and industry supervise closely the activities of and provide recognition and rewards for outstanding advisory committees, committee members, and teachers. (MN)

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SECONDARY VOCATIONAL EDUCATION IN THE CINCINNATI AREA

GREAT OAKS JOINT VOCATIONAL SCHOOL DISTRICT

by

William W. Stevenson

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FOREWORD

Business, industry, and labor have a large stake in vocational technical education. Representatives of these organizations can exert a strong influence on the direction, quality, and effectiveness of the schools' job preparatory efforts. The business community is also the principal consumer of the output produced by vocational technical education. Effective training can produce a workforce which is stable, dependable, and productive. This requires the combined resources of the education and business community.

The Cincinnati Resource Development Committee (CRDC) has recognized this need for cooperation and has organized to assist schools in the Cincinnati area (Cincinnati Public Schools and Great Oaks Joint Vocational School) to improve its delivery of vocational education. The CRDC is particulary concerned with the effective job preparation of the "hard to train and hard to employ" youth.

The CRDC has engaged the services of the National Center for Research in Vocational Education to assist with the planning for this effort. This report (1) presents an analysis of the data relative to the two school districts' vocational program, (2) describes the administration and delivery system for vocational education, and (3) suggests actions which the CRDC should consider in its efforts to assist the schools.

The National Center recognized the work of Bill Stevenson, Project Director; N. L. McCaslin, Associate Director; and Marilyn Orlando, Secretary for their work on this project. The first step of the assistance by the National Center has been taken with this report. We look forward to continued cooperative effort with the CRDC and the vocational programs in the Cincinnati area.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

Vocational Education in the Great Oaks Vocational Education Planning District (VEPD)

Introduction

This research, conducted by the National Center for Research in Vocational Education under contract with the Cincinnati Resource Development Committee (CRDC) reports on several aspects of secondary vocational education in the area (Cincinnati and Great Oaks Vocational Planning Districts). Information will be presented on:

Who is being served?

What is being provided?

What results have been recorded?

How is vocational education administered?

How is vocational education delivered?

What should CRDC do to assist vocational education to become more effective?

The procedures used were first, to inventory and analyze the data on the Cincinnati and Great Oaks Vocational Planning Districts available from the Research Section, Division of Vocational Education, Ohio Department of Education; and second, to conduct interviews and observations within the Cincinnati and Great Oaks School Systems. Interviews were conducted with a total of 41 individuals in the following positions in both school systems:

Vocational Director

Overall School Administration

Board of Education Members

Central Vocational Staff

Data

Evaluation

Planning

Special Programs

Local Vocational Teachers

Local Vocational Directors

Local School Principals

Local School Counselors

Advisory Committee Members

Businessmen/Employers

The author expresses appreciation to all those individuals who responded to questions about their participation and perceptions of vocational education.

Data Inventory

The Research Section of the Ohio Division of Vocational Education provided the data in this section of the report. The description and analysis of that data is the work of the National Center project staff. Highlights which emerge from the data give the following view of secondary vocational education in the Great Oaks School District. Data tables are contained in the appendix.

Who is being served?

1. Thirty-eight percent of all juniors & seniors are enrolled in vocational education.
2. An average of 13 percent of all students in vocational education are classified as disadvantaged.
3. Five percent of the vocational students are handicapped.

4. The Number of classes has increased slightly and the number of students in classes has had a slight decline from 1979 to 1982 opening enrollments.

5. Females have made up 44 percent of the total vocational enrollment since 1979.

What is being provided?

6. Trade & Industrial (T&I) programs make up almost half (46%) of the enrollment in job training courses. Business & Office programs represent 18 percent with job related home economics 5 percent, distributive education 13 percent, health 2 percent and agriculture 15 percent.

7. Local schools send from a high of 42 percent (Deer Park) to a low of 8 percent (Sycamore City and Indian Hill) of their 11th and 12th grade students to Great Oaks area vocational school.

8. Females comprise over half the enrollments in health (91%), business and office (94%), home economics (100%), and distributive education (66%). Males comprise the greater proportion of students in T&I (84%) and agriculture (64%) ('82 opening opening enrollment).

9. Approximately 140 students are enrolled in Occupational Work Experience (OWE) programs.

What are the results?

10. A total of 3,388 students completed or left vocational programs in 1981. Of these, 65 percent (2206) were available for employment. Of those available for employment 65 percent (1425) were employed in the occupation for which trained, or a related occupation.

11. Of the total completers or leavers, 42 percent of those completing and/or leaving actually went into a job for which trained or a related job.

12. The percentage of completers/leavers placed in related jobs ranged from 85 percent in distributive education to 47 percent in health.

13. Sixteen percent of completers/leavers who were available for employment were unemployed six to ten months after leaving vocational education.

14. Eight percent of completers/leavers were not found or did not respond to the follow-up survey.

15. Five hundred (500) 15 percent of completers/leavers went on to additional education.

16. A total of 3024 students completed their vocational education training and three hundred sixty-four (364) left before completing. Thirty-five percent of the leavers and fifteen percent of the completers were unemployed at the time of the survey.

17. Employers gave uniformly high ratings to recent vocational trainees (4.24 to 4.51 on scale of 1 low - 5 high) in technical knowledge, work attitude, work quality, overall rating, and relative preparation.

18. The total number of completers and leavers of vocational programs would meet 22 percent of the demand for persons in related occupations. Those available for employment would meet 14 percent of the demand. Health occupations programs would meet 2 percent and T&I 40 percent of the demand if all available had been placed in the occupation for which trained.

19. Individual programs providing training for jobs reported to be in low demand have an equally varied (high and low) placement record as those programs in high demand areas.

20. Four hundred seventy-nine (479) OWE students completed and/or left OWE programs conducted by the Vocational Education Planning District. Two hundred eighty nine (289) of these students were available for employment with 75 percent placed in a related occupation and 14 percent unemployed. Of the one hundred twenty-nine (129) leavers from OWE, fifty-nine (59) were available for employment and forty-one (41) were placed (69%). The 350 students who completed OWE training resulted in a 76 percent placement of students available for jobs with only 12 percent unemployed.

Comments on the Data

- The percent of juniors and seniors in vocational education (38%) is comperable to other vocational education systems.

- The percentage of completers/leavers available for employment (65%) is relatively high when compared to national data (50%).

- The percent of completers/leavers employed in the job for which trained, or a related job (65%) relatively high when compared to national data (58%).

- Sixteen percent unemployment among vocational education completers/leavers is not as high as that figure for all youth in that age category.

- The percent of leavers unemployed (35%) is over twice that of completers (15%).

- Based on placement by programs in low demand occupations it can be concluded that manpower demand data alone is not a rational base for program decisions.

- OWE students, identified as needing special attention in job preparation, fared as well in the labor market as did regular students.

- Leavers from OWE programs showed a slightly lower placement than those who completed. Both groups appear to have overcome many of their occupational deficiencies.

National Data from The Status of Vocational Education School Year 1976-77, The National Center for Research in Vocational Education, Columbus, Ohio, 1979.

Administration and Delivery of Vocational Education

The Great Oaks Joint Vocational School District (JVSD) is made up of thirty five schools in six counties in Southwest Ohio. Policy for the district is set by a thirty-four member Board of Education representative of the individual school districts. A Superintendent is in charge of overall operation of vocational program in the JVSD. The Superintendent has administrative specialists for student services and adult education, operational services and support personnel; curriculum, instruction and personnel; and certified personnel and staff development. Directors are responsible for the day to day operation of the four campuses in the district (Figure 1).

The Board of Education must approve all new programs and projects and the termination of programs. All new programs in the district are jointure programs and are open to any student in the district. The board is organized on a committee basis. Committees study questions assigned to them and with staff assistance make recommendations to the entire board.

Comments by individual board members in regard to policy provide insights into the philosophy of the district. New program implementation should be based on (1) job demand from the advisory committee, local surveys, and state data, (2) student interest, and (3) placement data. Programs showing consistently low placement should be redirected or as a last resort, dropped. Other reasons for redirection or termination are low enrollments, out-dated content, or lack of job demand. The board feels that

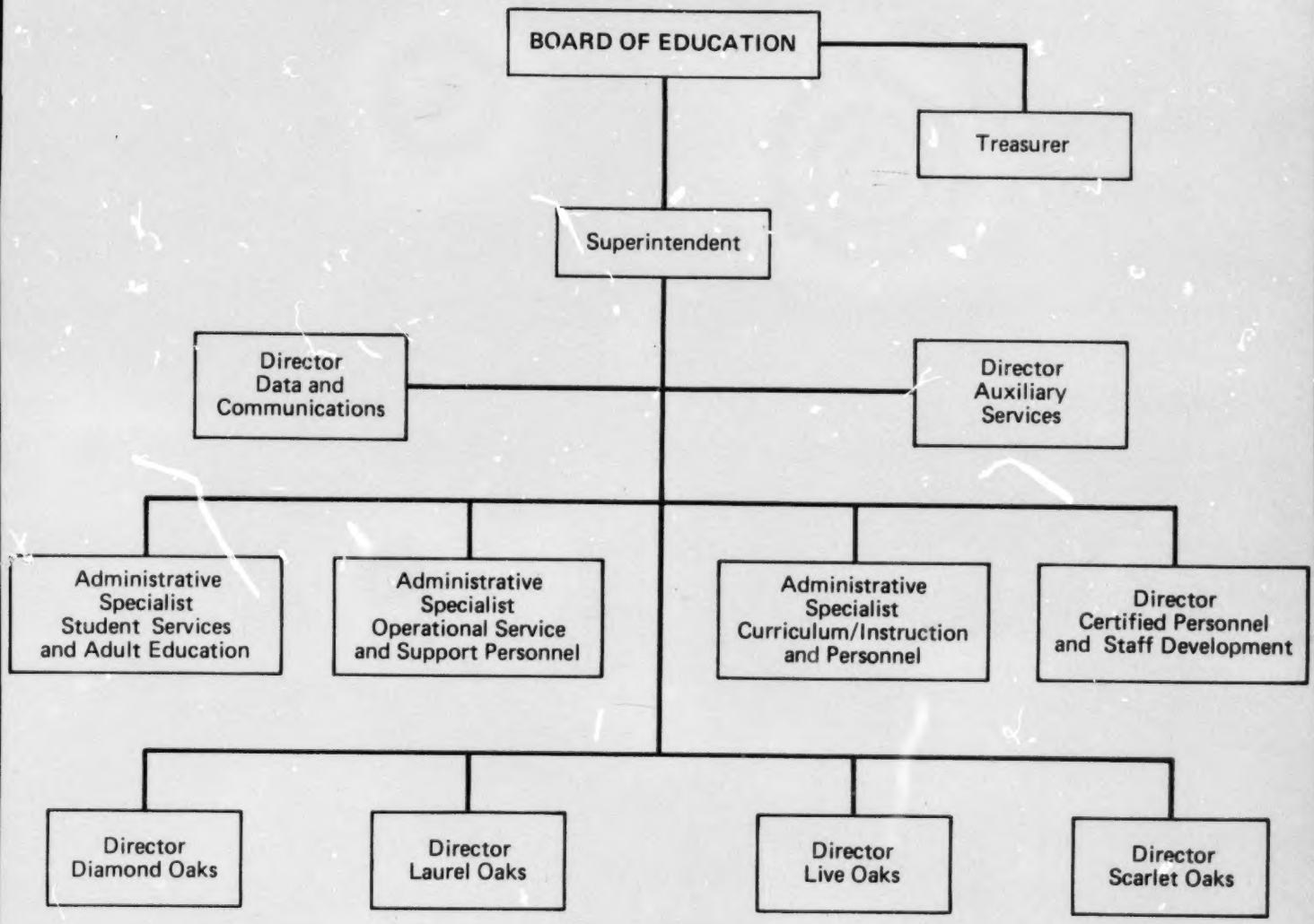

Figure 1. District Organization Chart
Great Oaks Joint Vocational School District

acceptable outcomes are that the student be fully educated, working, and/or continuing education or training.

Problems relating to disadvantaged students, as viewed by board members, include the following comments. Vocational teachers need assistance in working with special students. Reading and mathematics teaching should be integrated with vocational subjects. Proper identification and diagnosis is essential to helping disadvantaged students. Special needs students should be exposed to work in order to establish a mentor relationship with a person on a job and to experience success. Ability levels of students should be matched to job demand.

Advisory Committees

Advisory committees are an important part of the operation of the Great Oaks program. An advisory committee for the entire district works with the superintendent and his staff. Local craft committees work with individual programs. District craft committees provide advice on specific district wide programs. It is important that each level of advisory committees be made up of individuals familar with that level in industry.

The advisory committees are looked upon as assisting with quality control and to indicate the extent to which needs are being met. They review and help update curriculum and equipment. Committees provide the school's and the instructor's link with industry. Placement of students is supported through advisory committee contacts. Teachers are provided some time to visit employers, contact advisory committee members, visit students on jobs, and make instructional plans.

Students with Special Needs

Programs for the disadvantaged and handicapped are given special emphasis in the Great Oaks system. Assessment tools for special students include criterion and standarized reading and mathematics tests as well as work assessment.

Out of a target population of 686 tenth grade handicapped students in the district in a typical year, 323 students were assessed for needs. One hundred fifty-five (155) of these students representing 22 percent of the target population were enrolled in Great Oaks programs the following year. For the school year 1981-82, 96 percent of the senior students designated as handicapped completed training and 42 percent were employed.

Over the 1979 to 1982 period Great Oaks has served an average of 815 disadvantaged students per year. This represents 13 percent of the total students enrolled. In the 1981 school year 479 students completed Occupational Work Experience (OWE) programs. Of these special needs students 289 were available for employment with a relatively high (75 percent) proportion placed in a related job.

Critical elements to success with these students were considered to be:

Teachers with recent work experience and special skills in working with handicapped and disadvantaged students.

Work experience in a situation where limitations of students are recognized but success can be achieved.

A program which provides training in whatever the student's deficiencies may be.

Counseling on the many requirements for successful employment.

Student Recruitment

Recruitment of students is an important fuction of the Great Oaks system. Students must be made aware of the availability and benefits of vocational education in the district. Students must also be assisted with making decisions about the type of training most suitable to their abilities and goals. Local school counselors are an important element in this process. Great Oaks staff attempt to assist the counselor in every way possible. The local superintent or principal is also kept fully informed and consulted on direction of the vocational program in the district.

Recruitment activities include counseling and career education in the lower grades, group and individual conferences with Great Oaks staff members, and tours of the Great Oaks facilities and programs. Parents are always included in the decision making process. Students choose three programs in which they would enroll. It was stated that approximately 90 percent of the students are able to enroll in the class that was their first choice.

Student Placement

Placement of students on jobs after graduation is the responsibility of both the teacher and a placement specialist. The placement specialist works closely between the teacher who knows the students best and the industry to assure a proper fit

between job and employee. A Center for Employment Resources provides further testing and job placement assistance to adults and secondary students.

Involvement of the business community with the school has high priority. Interviewees expressed total acceptance of the concept of mutual benefits and assistance and suggested many ways in which this could occur. Many of those suggestions are included in the following section of this report.

Involvement of Business and Industry in Vocational Training

Introduction

There is almost universal agreement that business and industry should be more involved in the training of secondary students for employment. However, it is not enough to simply say "We should just do more of what we are presently doing." Much of what is being done is beneficial and should be expanded, but both educators and employers should be alert to new opportunities for cooperation. Two great needs challenge both the educational system and the business community.

1. More students should be provided an opportunity for occupational orientation, exploration and training. (A school board member stated that perhaps vocational education should be provided for up to 90 percent of the secondary students in the area.)

2. More effective work with students presently in vocational education. (Unemployment rates are from 16 to over 20 percent for former vocational students in the area with early leavers, though relatively few in number, showing from 30 to 40 percent unemployed.)

While school/business linkage alone will not completely solve the problems, it does appear that many benefits result from such cooperation. Generally speaking the lack of cooperation is seen as resulting from fear, language, and time. Fear and language can be overcome through gradually, continually increasing working together--time must be provided through administrative arrangements. The Cincinnati Resource Development Committee (CRDC) has indicated a desire to help and has provided valuable time for some individuals. This can be the nucleus for expanded

communication and cooperation which can result in more effective vocational training, greater mutual understanding between schools and businesses, and greater productivity in industry.

But it must be kept in mind that businesses and schools do not cooperate, businesses and schools do not communicate, or change or improve--only individuals do. Only individuals serve on advisory committees, only individuals provide and benefit from work experience, only individuals can motivate or are motivated. We should keep this in mind as we explore how schools and employers can work together to better meet all the needs of students.

The cooperative arrangements sought by both schools and businesses must be viewed as mutually beneficial. While vocational programs may show the greatest immediate change, there should be observable changes in businesses at once and recognition that the major long term benefit will be a better trained work force.

Recommendations for Consideration

Generally industry's assistance to schools takes two forms:

1. Providing resource persons to schools; and
2. Providing work experience and employment.

Advisory Committees

The most common type of resource person involvement is through advisory committees. Use of advisory committees is discussed in the sections of the reports for both Cincinnati and

Great Oaks. The following points should guide establishment and use of advisory committees.

> The level of responsibility of the committee should guide the selection of committee members.

Members serving on system wide committees should be from a decision making level in the administrative structure of the company. Members serving on committees for an individual program should be from the supervisory or operative level.

> Administrators freeing individuals to serve on advisory committees should insist on reports of changes resulting from that involvement.

The chief administrator should require a report which records changes in vocational programs and changes in the business operation which have occurred. Changes in the business might be in hiring policies, selection of new employees, work experience provided, or changes due to assistance from the vocational teachers or other committee members.

> Schools should consider having an advisory committee for all like programs in the system

This arrangement (one committee for all auto mechanice programs, etc.) would require fewer persons, strengthen weak use of committees, and promote uniformity of programs. It might

somewhat reduce the strong relationship between teachers and committees in some instances.

School boards and administrators should insist on reports of advisory committee meetings and committee review of any major change in programs.

The meeting report should state objectives of meeting, minutes of meeting, decisions reached, and follow up required. Changes such as new equipment, curriculum, changes etc., should show committee review.

Recognition and reward by both school and industry should be provided for outstanding advisory committees, committee members, and teachers.

Resource Persons

There are many other needs for resource persons to work with vocational programs. The most common uses are:

- To bring new competencies and procedures to the classroom
- To counsel with and motivate students--especially the disadvantaged
- To project company needs and new directions and transmit to schools
- To tutor students on special subjects--especially the disadvantaged
- To better understand the problems and needs of education and transmit back to the business community
- To provide know-how in administration and business management long range planning etc.

The following suggestions should be considered to strengthen the effectiveness of individual resource persons working with schools.

A consortium of businesses such as CRDC should compile a list of resource persons who could provide specific assistance to schools

A formal process should be established between schools and the consortium for requesting, using, and reporting back on resource persons

Providing Work Experience

The one essential training experience which vocational education cannot provide for students is actual work on a job. Much of what is told to students by teachers--the importance of being on time, dependability, getting along with others, accepting supervision, etc.--is never really internalized until it is actually experience on the job.

There are, of course, limiting factors and difficulties to be overcome, but if an effective partnership is to exist business must open its doors to students seeking experience in as many ways as possible. This arrangement can be mutually beneficial. While students are learning employers can be identifying those who seem most suitable for employment in their business.

This arrangement seems to be most critical for the disadvantaged and the handicapped. Shadowing, assisting, and other

such arrangements afford an opportunity for students with limited abilities or background to experience success, find a role model, and see the relationship between attitude, skills, work, and rewards.

The following steps should be considered in establishing and operating a work experience program.

Businesses/industries should establish a policy of welcoming students for work experience in all areas when practicable.

A formal agreement between the school and business should be executed to assure maximum benefits to the participants.

The above policy and agreement should state specifically what is expected of all parties and what means of evaluating the effort will be used. It should specify the responsibility of the student, the in-plant supervisor, and the student's teacher.

A program for orientation and training of in-plant supervisors should be established.

Close teacher supervision should be provided to assure the applicability of experiences provided.

The relationship between the in-plant supervisor and the vocational teacher is highly important to the success of this program. The teacher must be available to work on student problems, clarification of objectives and evaluation of results.

Work experience for teachers is another important contribution which business can make to improve vocational education. Keeping teacher competencies updated in the present rapidly changing world of business and industry is a major need in vocational education. Teachers spending full time in the classroom rapidly fall behind the latest methods used in industry. Even a summer back in industry provides an opportunity to update or gain new competencies.

Policies and top administrative support in business should encourage this upgrading opportunity for teachers.

Local school and state education policy should make "back to work" equally as important and rewarding as "back to school" for teachers.

Program evaluation should be particularly aware of the need for teacher updating and should recommend work experinece when needed.

Student Placement

Business and industry is the consumer of the product produced by vocational education. Business should specify, as far in advance as possible, the kind and number of workers needed. Interviewee were unanimous in the view that present job demand information is not useful for program planning. This is true if it is the only input into decisions, however, it may be useful in conjunction with advisory committee recommendations and program placement data. Student interest is of course, another factor to be considered in program selection.

Program Planning

The planners and decision makers in industry are also in the best position to project long term changes which may be needed in training programs. It may be more important to have an estimate of how computers will change the work force in the next ten years than to have an estimate or the number of computer operators needed in that time period. It would seem that those in the business community could best describe the workplace and the work force of the future.

The CRDC should call a conference of educators and business planners to project major work force changes in the immediate future.

CRDC should, on a regular basis, ask for and consolidate reports on the future needs of collaborating businesses and industries.

Finally, individuals from the schools in general and vocational education in particular in close cooperation with persons from business and industry should, as full partners, establish training programs which will, to the extent possible, educate and train every individual for full participation in our society.

APPENDIX

DATA TABLES

TABLE 1

ENROLLMENT IN VOCATIONAL EDUCATION (JOB TRAINING)

Program	Enrollment '79	'80	'81	Opening '82	Average '79-'82	Percent of Total Vocational Students
Total	6538	6755	6347	6278	6479	100
Handicapped	165	572	294	326	339	5
Disadvantaged	989	1014	984	275	815	13
Classes	319	325	325	324	323	-
#/Class	20.5	20.7	19.5	19.3	20.0	-

Great Oaks VEPD
12-22-81

TABLE 2

JOB TRAINING ENROLLMENTS BY PROGRAM

Program	Enrollment '79	'80	'81	Opening '82	Average '79-'82	Percent of Total Vocational Students
01. Ag.	978	972	912	951	953	15
04. D.E.	875	864	849	776	841	13
07. Health	116	101	139	141	124	2
09. Gainful Home Ec.	364	358	332	317	343	5
14. Business	1195	1147	1149	1075	1141	18
17. T&I	3010	2973	2966	2767	2929	46

Great Oaks VEPD
12-22-81

TABLE 3

STUDENTS SERVED BY VOCATIONAL EDUCATION (JOB TRAINING)

Total Job Training Students	Total Enrollment 11th & 12th Grades	Percent Served
6278	16605	38

Great Oaks VEPD

TABLE 4

JUNIORS/SENIORS SERVED BY GREAT OAKS JVSD

School	Total 11 & 12 Enrollment	Percent of Total Enrollment	Number in Great Oaks	Percent of Total Great Oaks Enrollment	Percent of Total Served by Great Oaks
Deer Park Community City	351	2.11	147	3.49	42
Greenhills-Forest Park City	1038	6.23	247	5.86	24
Hillsboro City	377	2.26	56	1.33	15
Lockland City	89	.53	30	.71	34
Loveland City	422	2.53	148	3.50	35
Madeira City	272	1.63	39	.92	14
Mariemont City	253	1.52	53	1.26	21
Mount Healthy City	940	5.65	328	7.78	35
North College Hill City	241	1.45	87	2.06	36
Norwood City	618	3.71	142	3.37	23
Princeton City	1130	6.79	372	8.82	33

Great Oaks JVSD
1981-1982
School Year
April, 22, 1982

TABLE 4
(Continued)

JUNIORS/SENIORS SERVED BY GREAT OAKS JVSD

School	Total 11 & 12 Enrollment	Percent of Total Enrollment	Number in Great Oaks	Percent of Total Great Oaks Enrollment	Percent of Total Served by Great Oaks
Reading Community City	339	2.04	87	2.06	26
St. Bernard-Elmwood Place City	150	0.90	39	.92	26
Sycamore City	912	5.48	73	1.73	8
Washington Court House City	332	1.99	84	1.99	25
Wilmington City	492	2.95	89	2.11	18
Wyoming City	325	1.95	31	.74	10
Greenfield Exempted Village	278	1.67	103	2.44	37
Indian Hill Exempted Village	466	2.80	39	.92	8
Milford Exempted Village	726	4.36	197	4.67	27
Batavia Local	155	0.93	52	1.23	34
Clermont-Northeastern Local	344	2.07	133	3.15	39

Great Oaks JVSD
1981-1982
School Year
April, 22, 1982

TABLE 4
(Continued)

JUNIORS/SENIORS SERVED BY GREAT OAKS JVSD

School	Total 11 & 12 Enrollment	Percent of Total Enrollment	Number in Great Oaks	Percent of Total Great Oaks Enrollment	Percent of Total Served by Great Oaks
Goshen Local	417	2.83	160	3.79	38
Blanchester Local	293	1.76	69	1.64	24
Clinton-Massie Local	192	1.15	43	1.02	22
East Clinton Local	198	1.19	48	1.14	24
Miami Trace Local	522	3.14	158	3.75	30
Finneytown Local	422	2.53	68	1.61	16
Forest Hills Local	1329	7.98	152	3.60	11
Oak Hills Local	1556	9.35	440	10.43	28
Southwest Local	478	2.87	168	3.98	35
Three Rivers Local	345	2.07	142	3.37	41

Great Oaks JVSD
1981-1982
School Year
April, 22, 1982

TABLE 4
(Continued)

JUNIORS/SENIORS SERVED BY GREAT OAKS JVSD

School	Total 11 & 12 Enrollment	Percent of Total Enrollment	Number in Great Oaks	Percent of Total Great Oaks Enrollment	Percent of Total Served by Great Oaks
Fairfield Local	113	.68	42	1.00	37
Lynchburg-Clay Local	165	.99	40	.95	24
Mason Local	325	1.95	111	2.63	35
Total/Average	16605	100.04	4217	100	25

Great Oaks JVSD
1981-1982
School Year
April, 22, 1982

TABLE 5

EMPLOYMENT STATUS COMPLETERS AND LEAVERS

Program	Total Completers/ Leavers	Not Available for Employment			Unknown	Available for Empl.		Employed				Unemployed	
		Military	Additional Education	Not in Labor Force		#	%	Related #	Related %	Nonrelated #	Nonrelated %	#	%
Ag.	291	25	50	18	12	185	64	121	65	42	23	23	12
DE	634	22	213	32	27	340	54	289	85	31	9	20	6
Health	54	0	6	5	11	32	59	15	47	6	19	11	34
Home Ec.	171	13	12	14	19	113	66	62	55	31	27	20	18
B&O	677	19	65	45	54	494	73	351	71	69	14	74	15
T&I	1561	143	154	89	134	1041	67	587	56	237	23	217	21
Total	3388	222	500	203	257	2206	65	1425	65	416	19	365	16

Forty-two percent of those completing and/or leaving actually go into related employment.

Great Oaks VEPD
F.Y. 1981
8-3-82

TABLE 6

COMPARISON OF EMPLOYMENT STATUS COMPLETERS/LEAVERS

	Total	Available for Employment		Employed Related		Unemployed	
		#	%	#	%	#	%
Completers	3024	2054	68	1368	67	311	15
Leavers	364	152	42	57	37	54	35

Great Oaks VEPD
F.Y. 1979
8-3-82

TABLE 7

EMPLOYER RESPONSE TO VOCATIONAL EDUCATION TRAINEES

Rating (5 = high, 1 = low)

Program	Number of Respondents	Technical Knowledge	Work Attitude	Work Quality	Overall Rating	Relative Preparation
Total	2685	4.24	4.38	4.37	4.33	4.51

Average Ranking by Program

Ag.	4.33
D.E.	4.53
Health	4.56
Occ. H.E.	4.32
B&O	4.29
T&I	4.17
Total	4.37

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TABLE 8

DEMAND/SUPPLY (SECONDARY) BY PROGRAM

Program	One Year Projected Need 1982/1983	Total Secondary Vocational Output Completers-Leavers	Percent of Need Met by Available Sec. Voc. Ed.	Secondary Output Available for Employment	Percent of Need Met by Available C&L
Ag.	2368	291	9	185	6
D.E.	3408	634	19	340	10
Health	1409	54	4	32	2
Occ. H.E.	963	171	18	113	12
B&O	4803	677	14	494	10
T&I	2590	1561	60	1041	40
Total	15646	3388	22	2206	14

Great Oaks
12-27-81

TABLE 9

NEED - SUPPLY - PLACEMENT

SELECTED PROGRAMS

Program	Projected Need 1982-83 #	Enrolled '82 #	Completed '81 #	Available for Employment #	Related Job %	Nonrelated Job %	Unemployed %
Baker	-1	28	5	3	33	33	33
Duplication Operator	2	36	16	10	20	40	40
Air Conditioning and Heating	31	39	27	15	60	40	0
Appl. Rep.	20	52	40	35	43	26	31
Body and Fender	8	166	83	64	45	33	22
Mechanics	113	212	98	69	52	28	20
Electr.	84	111	61	48	44	33	23
Carpentry	117	176	89	70	36	34	30
Masonry	20	71	36	24	16	33	50
Cosmotology	135	189	87	66	59	21	20

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